



Believe. Achieve. Succeed. In our hands we hold the future.

History Policy

What is this policy for?

This policy sets out how we teach history in line with the legal requirements of the National Curriculum 2014. It describes how our provision for history offers breadth and balance.

The vision for history

Hutton is set just outside the boundaries of Weston-super-Mare – a once fashionable Victorian seaside resort; now an area of mixed economic demographics – from which it draws its wider pupil intake. Hutton is a thriving community and many of the children are involved in the many clubs and societies within it. Pupils within the school are predominately from a white British background with little diversity. Attitudes of children are formed from their own experiences within this community and lack awareness and personal experience of the wider issues of migration and diversity which can be found a mere 20 miles north in Bristol.

It is our aim as a school to widen children's understanding and acceptance of different cultures both nationally and internationally and with a local focus, where appropriate, of the role that Bristol played in the changing diversity of its environment and population. Children are encouraged to reflect, debate, discuss and evaluate the past and to raise their own questions of dilemmas from the past whilst developing an open-mindedness about the actions and decisions of people in history.

Our curriculum provides opportunities to build cultural capital through exposure in lessons to life skills such as British Values, tolerance and empathy. These skills will enable children to become well-rounded members of society in preparation for later life and to gain a better understanding of the world in which they live.

When is history taught and learned?

History is blocked and taught over two to four terms linked in a cross curricular way with English, art, music and PSHE to broaden opportunities and deepen learning. Other curriculum links are made as appropriate to the theme e.g. R.E. and Geography (Y6).

History is taught proportionately to the amount of content in the National Curriculum.

How is history taught and learned?

Our history curriculum is taught as part of our topic based curriculum. The objectives and themes within the National Curriculum are covered within our long term curriculum map. It is designed to build year on year on the children's prior knowledge learnt in earlier year groups. History is delivered to Foundation Stage pupils through the Knowledge and Understanding the World (KUW) strand through a cross curricular topic based approach at various points throughout the academic year.

Children's learning is checked via low stake quizzes in order to consolidate and retain knowledge learned. The intention is that as this revised programme is further embedded the children will still retain knowledge from previous year groups e.g. in year five they will still be quizzed on knowledge learnt in year three.



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Educational off-site visits are organised to a variety of locations including museums, an art gallery, the Houses of Parliament, local sites such as Worlebury hill fort, the Roman Baths at Bath and Hooke Court residential visit in year four.

What do we learn in History?

Learning is organised into themed units of study which ensure coverage of the National curriculum. Reception class draw on the EYFS curriculum, 'Understanding the World: people and communities'. KS1 look at changes within and beyond living memory and the lives of significant individuals in the local area, covering Queen Victoria, exploration versus Empire and Brunel.

KS2 build a chronological history of the legacy of the StoneAge, IronAge, Romans and Anglo Saxons. They then look at more ancient civilisation of the Ancient Greeks in order to begin to understand the concept of Democracy. They build on this and link it to the development of Democracy in Britain from the signing of the Magna Carta through to the establishment of Parliament. The concept of exploration versus Empire is re-explored when looking at Elizabeth I to Victoria examining colonisation, and slavery to independence. These themes are revisited during the Geography topic on America and cover racism and key figures such as Martin Luther King.

The key history skills are revisited with each topic, and these develop, deepen and become more acute as the pupils progress through the year groups. The skills are:

- to **research** - using primary and secondary sources to gather evidence
- to **contextualise** - placing events and lives in chronological sequence
- to **enquire** - asking and answering questions about the past and developing lines of enquiry
- to **debate** - developing and expressing opinions about historical events
- to **respond** – using history as a starting point for creative projects

How do we measure success in history?

History is not formally assessed but teachers assess whether pupils are able to work at and retain age appropriate knowledge as the year progresses. Teachers record whether pupils are working at, above or below the age expected goals. Children's learning is checked by the teacher via low stake quizzes in order to determine which knowledge has been retained and learned.

Resources

The school has a good range of artefacts and resources which are stored centrally where everyone can access them. Each teacher builds a timeline with their class as each period of history is studied, always beginning with a refresher of what they have previously learned.

Safety & Risk

Risk assessments are made for every off-site visit, whether local or further afield. Where there is doubt guidance is sought from the education visits co-ordinator with reference to the relevant policy.

Community Involvement & Collaborations

Some of our history themes are locally based so when possible we take pupils out into the community to see local landmarks or buildings. This involves the local and wider community and children are made aware that they are ambassadors for the ethos and values of Hutton CE Primary whilst they are out.

Monitoring and Evaluation

Philippians 4:13: I can do all this through Him who gives me strength
History Policy – January 2023



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The history team will monitor the standards of teaching and learning. This will occur through a range of activities of monitoring planning, observation of lessons, work sampling and pupil interviews.

Information gathered is shared with the leadership team and through the link governor for history.

Policy written: October 2019

Policy review: January 2025

Ratified by the Local Governing Body and signed by chair or vice chair:

A handwritten signature in black ink that reads "Jane Bamy". The signature is written in a cursive style and is positioned above a horizontal line.

23/1/23